Canada School of Public Service
École de la fonction publique du Canada
Canada School of Public Service
Your Partner in Learning
École de la fonction publique du Canada
Votre partenaire en apprentissage

Canada School of Public Service
2009-2010
Report on Plans and Priorities

The Honourable Vic Toews, P.C., Q.C., M.P.
President of the Treasury Board

Canada

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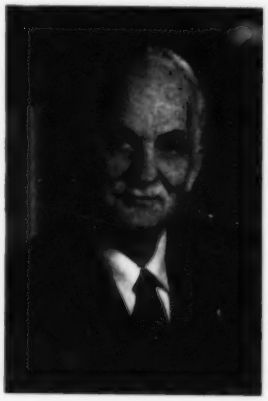
MINISTER'S MESSAGE



I am pleased to present the *2009-2010 Report on Plans and Priorities* for the Canada School of Public Service (Canada School), the Government of Canada's partner in learning. This report covers the period 2009-2010 to 2011-2012.

Since its creation in 2004, the Canada School has worked under the operational authority of the *Canada School of Public Service Act* to ensure that public servants at all levels and in all parts of the country have access to the knowledge and skills they need to perform effectively and deliver results for Canadians.

During the period 2009-2010 to 2011-2012, the Canada School will continue to play a vital role in the delivery of the Government of Canada's *Policy on Learning, Training and Development* by focusing on four key areas: orientation and certification, management and professional development, leadership development, and second language acquisition and maintenance.

The Canada School will also implement the measures identified in the recent horizontal strategic review of central human resources organizations, ensuring that its programs remain effective and efficient.

By working collaboratively with public servants, the Canada School will continue to promote renewal of the public service to maintain a highly skilled and professional public service that all Canadians can be proud of, both now and in the future.

The Honourable Vic Toews, P.C., Q.C., M.P.
President of the Treasury Board

SECTION I – DEPARTMENTAL OVERVIEW

SUMMARY INFORMATION

RAISON D'ÊTRE

The Canada School of Public Service (Canada School) contributes to the development of foundational knowledge, which allows public servants to perform in their current job and take on the challenges of the next job. Orientation sessions for both new employees and new senior leaders encourage a common understanding of public service values and ethics among public servants. Through its offerings, the Canada School helps to develop leadership, accountability and excellence in the delivery of services to Canadians — with pride and a clear understanding of the government context.

> The development of public servants as leaders, managers, professionals and empowered employees is central to a high performance institution. This demands targeted investments by the Public Service of Canada, as well as the personal commitment of employees. Such development must occur in the context of careful attention to assessing performance, and managing talent.
>
> Our performance in coming years will depend hugely on the skills, knowledge, seasoning and judgment of our employees, and on how well they grow as leaders and knowledge workers. We need to intensify our attention to employee development.
>
> Source: Kevin G. Lynch, Clerk of the Privy Council and Secretary to the Cabinet, *Fifteenth Annual Report to the Prime Minister on the Public Service of Canada*

Canada School programs are developed and delivered to support public servants in performing their jobs effectively; to assist functional communities, which are comprised of public service employees who share common work purposes, functions and professional interests, in addressing their common issues and developing networks; and to assist managers in understanding and implementing their delegated authorities. The Canada School also helps disseminate key messages related to government priorities, such as Public Service Renewal, by incorporating elements of these priorities into its training programs.

Further, the Canada School supports deputy heads by staying current with new and updated policies and offering courses that meet organizational needs and address policy-related changes to departmental responsibilities. Mandatory training is offered in areas where standards must be met and professional development is available to support individual career progress, as well as government-wide competency requirements and succession planning.

The Canada School has identified six groupings of public service learners to ensure the appropriate targeting of learning opportunities and required training:

For additional information on these learning communities, go to http://www.csps-efpc.gc.ca/lco/index-eng.asp.

- All Public Servants
- Functional Specialists
- Supervisors
- Managers
- Senior Managers
- Senior Leaders

RESPONSIBILITIES

The Canada School was created on April 1, 2004 under the *Public Service Modernization Act*, combining three organizations that previously provided public service-wide learning, training and development: Language Training Canada, Training and Development Canada, and the Canadian Centre for Management Development. The Canada School is part of the Treasury Board of Canada portfolio. It operates under the authority of the *Canada School of Public Service Act* (CSPS Act) (http://laws.justice.gc.ca/en/c-10.13/text.html).

As set out in the legislation, a Board of Governors is responsible for the conduct and management of the affairs of the Canada School. This Board has a prominent role in the Canada School's governance structure and is integrated in its planning, reporting and strategic decision-making processes.

For additional information on the Canada School's governance structure, go to http://www.csps-efpc.gc.ca/aut/gst-eng.asp.

As a departmental corporation, the Canada School is mandated under the CSPS Act to:

- Encourage pride and excellence in the public service;
- Foster a common sense of purpose, values and traditions in the public service;
- Support the growth and development of public servants;
- Help ensure that public servants have the knowledge, skills and competencies they need to do their jobs effectively;
- Support deputy heads in meeting the learning needs of their organizations; and,
- Pursue excellence in public management and administration.

The Canada School achieves its mandate by ensuring that public servants have the foundational knowledge, through orientation and certification training, to perform their duties effectively; have the required skills and competencies through management and professional development; have access to leadership development programs; are aware of innovative management practices and techniques to deliver results for Canadians; and have access to language training and retention services.

Learning has been acknowledged as a means to improve the capacity, effectiveness and accountability of the public service. As the partner in learning for the public service, the Canada School provides learning opportunities in both official languages and in all regions of the country. It supports both deputy ministers in their accountabilities for determining the learning needs of their organizations and individual public servants in pursuing their learning objectives.

Acting as a *rassembleur (one who gathers together people or things)* for the Public Service of Canada, the Canada School engages people to generate ideas; ensures that organizations and their employees have the right learning tools, programs and methods available to them; and provides learning opportunities and tools that will allow public servants to support departmental mandates and meet their professional development needs.

All thirteen provinces and territories are served by the Canada School, in seven regions across the country:

- Pacific and Yukon
- Alberta, Northwest Territories and Nunavut
- Central Prairie
- Ontario
- National Capital
- Québec
- Atlantic

For additional regional information, including upcoming course offerings, go to http://www.csps-efpc.gc.ca/reg/index-eng.asp.

On January 1, 2006, the Treasury Board's *Policy on Learning, Training and Development* (the Policy) came into effect (http://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=12405). The Policy highlights the value of learning and the importance of creating a learning culture within the public service. More specifically, it establishes employee, organization and employer learning responsibilities and outlines the employer's specific training requirements. The Canada School's identified program priorities are geared to help deliver on the Policy's expected results.

The Policy outlines the specific training requirements through three interconnected types of learning, each of which is an integral part of innovation and improvement across the public service:

- Individual learning
- Organizational leadership
- Innovation in public management

Through the delivery of Required Training (Orientation to the Public Service, Authority Delegation Training and Assessment, and Functional Community Programming), and the continued promotion of second language acquisition and maintenance, the Canada School contributes to ensuring that:

- New employees share a common understanding of their role as public servants;
- Managers at all levels have the necessary knowledge to effectively exercise their delegated authorities;
- Specialists in functional communities (e.g.: finance; human resources; internal audit; procurement, materiel management and real property; and information management) meet professional standards established by the employer; and
- Employees at all levels acquire and maintain the knowledge, skills and competencies related to their level and functions.

In addition, the Canada School is responsible for designing and delivering leadership development programs, including the educational components of the corporate leadership development programs, to:

- Help meet current and future human resources needs; and
- Support senior public service leaders in aligning learning with the management improvement objectives of government and departmental business priorities.

The Canada School supports all four pillars of Public Service Renewal:

- **Planning** — By developing a course on integrated planning and supporting the government planning community;

- **Recruitment** — By managing the Orientation to the Public Service program for new public servants and working with the Public Service Commission to implement Students Providing Aligned Research and Knowledge (SPARK), which recruits university graduate students to engage in research projects related to policy and public administration, potentially leading to entry into the public service upon graduation;

- **Employee development** — By launching the *i*Leadership program for aspiring managers and creating *My Learning Planner*, an online tool that helps public servants to create personal learning plans; and

- **Enabling infrastructure** — By continuing to support online learning and the availability of collaborative tools, and by implementing the Integrated Learner Management System (ILMS), which is expected to have broader implementation by other government departments.

A formative evaluation, *The First Two Years of Implementation: Canada School Responsibilities Under the Public Service Modernization Act Learning Strategy*, found that, although some improvements could be made in the cohesiveness of programs, appropriate, high quality training was offered and delivered on time and within budget.

The CSPS Act provides for the following authorities and flexibilities to enhance year-over-year stability and operational consistency in support of achieving the mandate of the Canada School:

- **Revenue Respending Authority** (CSPS Act, subsection 18(2))
  Subject to any conditions imposed by the Treasury Board, the revenue from fees received by the School in a fiscal year through the conduct of its operations may be spent by the School for its purposes in that, or the next, fiscal year.

- **Appointment of the President** (CSPS Act, subsection 13(1) and section 14)
  Subsection 13(1): The Governor in Council shall, after consultation by the Minister with the Board, appoint an officer, to be called the President of the School, to hold office for a term not exceeding five years, and the President has the rank and status of a deputy minister.
  Section 14: On the expiration of any term of office, the President is eligible to be reappointed for a further term.

- **Staffing Authority** (CSPS Act, subsection 15(2))
  … the President may, on behalf of the School, appoint and employ teaching and research staff and may, with the approval of the Treasury Board, establish the terms and conditions of their employment, including their remuneration.

- **Intellectual Property Management Authority** (CSPS Act, subsection 18(1)(b))
  The Board may, with the approval of the Treasury Board, prescribe the fees or the manner of determining the fees … to be charged by the School when selling, licensing the use of or otherwise making available any copyright, trade-mark or other similar property right held, controlled or administered by the School.

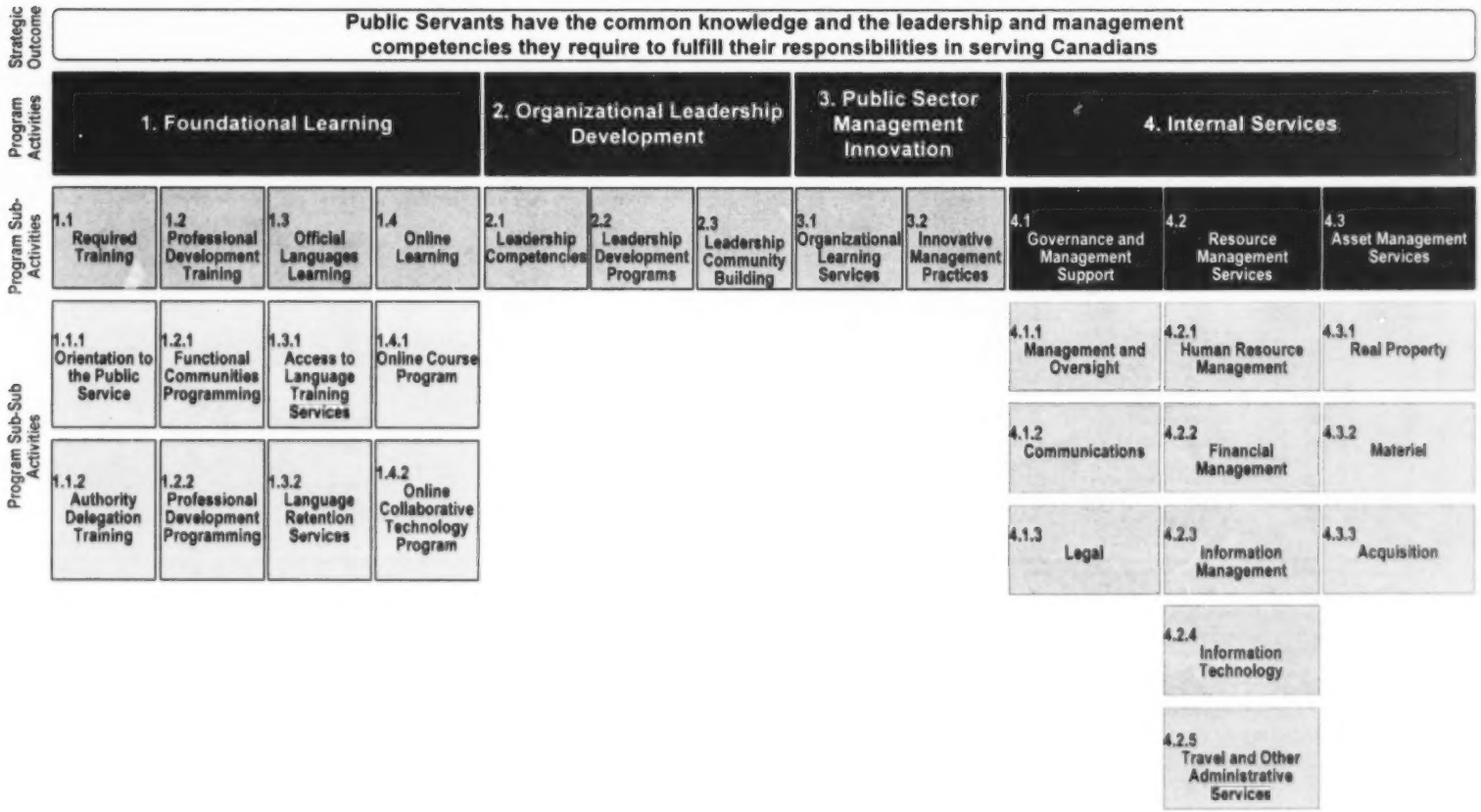
STRATEGIC OUTCOME

The Canada School has a single Strategic Outcome: "Public Servants have the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians." This Strategic Outcome is supported by four program activities:

- Foundational Learning;
- Organizational Leadership Development;
- Public Sector Management Innovation; and
- Internal Services.

PROGRAM ACTIVITY ARCHITECTURE

The chart below illustrates the Canada School of Public Service's complete framework of program activities, sub-activities and sub-sub-activities, which roll-up and contribute to progress in achieving the Strategic Outcome.


Strategic Outcome
Public Servants have the common knowledge and the leadership and management competencies they require to fulfill their responsibilities in serving Canadians
Program Activities
1. Foundational Learning
2. Organizational Leadership Development
3. Public Sector Management Innovation
4. Internal Services
Program Sub-Activities
1.1 Required Training
1.2 Professional Development Training
1.3 Official Languages Learning
1.4 Online Learning
2.1 Leadership Competencies
2.2 Leadership Development Programs
2.3 Leadership Community Building
3.1 Organizational Learning Services
3.2 Innovative Management Practices
4.1 Governance and Management Support
4.2 Resource Management Services
4.3 Asset Management Services
Program Sub-Sub Activities
1.1.1 Orientation to the Public Service
1.1.2 Authority Delegation Training
1.2.1 Functional Communities Programming
1.2.2 Professional Development Programming
1.3.1 Access to Language Training Services
1.3.2 Language Retention Services
1.4.1 Online Course Program
1.4.2 Online Collaborative Technology Program
4.1.1 Management and Oversight
4.1.2 Communications
4.1.3 Legal
4.2.1 Human Resource Management
4.2.2 Financial Management
4.2.3 Information Management
4.2.4 Information Technology
4.2.5 Travel and Other Administrative Services
4.3.1 Real Property
4.3.2 Materiel
4.3.3 Acquisition

PROGRAM ACTIVITY ARCHITECTURE CROSSWALK

To ensure compliance with the Management, Resources and Results Structure, the titles of the Program Activities were simplified for 2009-2010 to eliminate descriptions. The new titles appear across the top of the table below and replace those appearing down the left side.

($ thousands)	Foundational Learning	Organizational Leadership Development	Public Sector Management Innovation	Internal Services	Total
Foundational Learning: Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	66,162	N/A	N/A	N/A	66,162
Organizational Leadership Development: Public Service has strong leaders delivering results for Canadians	N/A	12,783	N/A	N/A	12,783
Public Sector Management Innovation: Public Service organizations innovate to achieve excellence in delivering results for Canadians	N/A	N/A	11,268	N/A	11,268
Internal Services: Effective decision-making is supported through integrated advice and information strategies and the provision of high quality corporate services	N/A	N/A	N/A	21,711	21,711
Total	66,162	12,783	11,268	21,711	111,924

This did not affect the structure or the content of the Canada School's Program Activity Architecture.

The sub-activities beneath the Internal Services program activity have also been amended to conform to the guidance provided by the Treasury Board to establish consistency across departments and agencies.

PLANNING SUMMARY

FINANCIAL RESOURCES

Financial Resources	2009–2010	2010–2011	2011–2012
($ thousands)	111,924	108,190	100,810

The financial resources table above provides a summary of the total planned spending for the Canada School of Public Service for the next three fiscal years. The variance in forecast between the years is mainly due to the reductions resulting from the horizontal strategic review of central human resources organizations.

HUMAN RESOURCES

Human Resources	2009–2010	2010–2011	2011–2012
Full-Time Equivalent - FTEs	940	940	940

The human resources table above provides a summary of the total planned human resources for the Canada School of Public Service for the next three fiscal years.

PLANNING SUMMARY TABLE

Strategic Outcome: Public Servants have the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.	
Performance indicators	**Targets**
Number of learning activities that address leadership development, management competencies and common knowledge, and number of participants.	Approximately 900 learning activities Approximately 220,000 learner days (number of learners/participants multiplied by the number of days in training)
Percentage of public servants who have attended Canada School learning activities and feel that the training provided responded to their learning needs and was a worthwhile investment for their employer.	80% of learning activity participants feel that the training provided responded to their needs and was a worthwhile investment for their employer

($ thousands)

Program Activity	Forecast Spending 2008-2009	Planned Spending			Alignment to Government of Canada Outcomes
		2009-2010	2010-2011	2011-2012	
Foundational Learning	68,828	66,162	66,112	62,953	**Government Affairs** http://www.csps-efpc.gc.ca/oao/index-eng.asp
Organizational Leadership Development	13,133	12,783	11,769	9,202	**Government Affairs** http://www.csps-efpc.gc.ca/lde/index-eng.asp
Public Sector Management Innovation	14,640	11,268	11,249	10,929	**Government Affairs** http://www.csps-efpc.gc.ca/pbp/index-eng.asp
Internal Services	--	21,711	19,060	17,726	
Total	**96,601**	**111,924**	**108,190**	**100,810**	
Increase of Revenue Forecast (Note 1)	18,000	--	--	--	
Respendable Revenue (S) (Note 2)	14,413	--	--	--	
Other Adjustments (Note 3)	579	--	--	--	
Services received without charge (Note 4)	14,200	13,814	13,913	13,953	
Total Planned Spending	**143,793**	**125,738**	**122,103**	**114,763**	

Notes:

1. This increase brings the 2008-2009 revenue forecast to the same level as in the 2009-2010 annual reference level update (ARLU). Future required adjustments will be reflected in the Public Accounts and the Departmental Performance Report.
2. (S) Statutory item — The revenue from fees received by the Canada School in a fiscal year through the conduct of its operations may be spent by the Canada School for its purposes in that, or the next, fiscal year.
3. Other adjustments are comprised of the collective bargaining funds (not yet approved by the Treasury Board), the operating budget carry-forward from 2007-2008, and the reprofile for the ILMS.
4. Includes the following services received without charge: accommodation charges (Public Works and Government Services Canada); and contributions covering the employer's share of employees' insurance premiums and expenditures (TBS).

CONTRIBUTION OF PRIORITIES TO STRATEGIC OUTCOME

Operational Priorities	Type	Links to Strategic Outcome	Description
The consolidation of ongoing initiatives:	Ongoing	This initiative contributes to public servants having the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.	
Functional community learning		The development of functional community learning, including curricula development and functional community networking, contributes directly to the first program activity of *Foundational Learning* as it ensures that common knowledge and competencies are developed among community members. All courses are developed based on leading and innovative practices, thereby contributing to *Public Sector Management Innovation*, the third program activity.	**This is a priority because** Functional community learning contributes to common knowledge and competency development. **Plans for meeting the priority** Functional communities, which are at different stages, are consulted to identify common training needs. These needs are then prioritized.
The launch of new initiatives to deliver on Public Service Renewal:	New	Each of these initiatives contributes to public servants having the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.	**This is a priority because** In his 15th Annual Report, the Clerk of the Privy Council highlighted the need to develop leadership skills, and more specifically human resources management skills, among public service managers. He also highlighted the importance of recruiting and developing the new generation of public servants for the future.
Learning for managers — professional development and management skills *The identification of learning options for the new generation of public servants*		Learning for managers contributes directly to the second program activity of *Organizational Leadership Development*, and the identification of learning options for the new generation of public servants contributes to the first program activity of	**Plans for meeting the priority** The Canada School will work with central agency partners to support key learning components of Public Service Renewal (e.g.: Advanced Leadership Program and employee development). In

		Foundational Learning. All courses are developed based on leading and innovative practices, so both initiatives contribute to *Public Sector Management Innovation*, the third program activity.	addition, new learning options continue to be explored and courses are designed / updated to incorporate leading practices.
Management Priorities	**Type**	**Links to Strategic Outcome**	**Description**
Continued efforts to improve the learning infrastructure and assess learning programs to ensure relevance:	Ongoing	Each of these initiatives contributes to public servants having the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.	**This is a priority because** The ILMS will ensure that the Canada School's registration system supports timely and accurate reporting. The annual Curriculum Review process is relevant in supporting client needs and public service priorities.
The Integrated Learner Management System (ILMS)		The ILMS will ensure that the Canada School's registration system supports timely and efficient access to training and more strategic and accurate reporting.	**Plans for meeting the priority** ILMS will be fully implemented in phases, with completion anticipated for the fall of 2010.
Curriculum Review		The annual Curriculum Review process ensures programming is relevant in meeting client needs and public service priorities.	The Curriculum Review is now conducted annually.

RISK ANALYSIS

While the Canada School receives appropriated funds for some foundational learning (notably, training required under the *Policy on Learning, Training and Development*), approximately 40 percent of its operating budget is based on revenues generated from fees charged to departments and agencies for learning products and services. During this time when departments and agencies may encounter pressures due to changing fiscal conditions, the Canada School will continue to emphasize the importance of learning as an investment to support public service productivity and effectiveness and engage in outreach activities to identify and address the learning needs of departments and agencies.

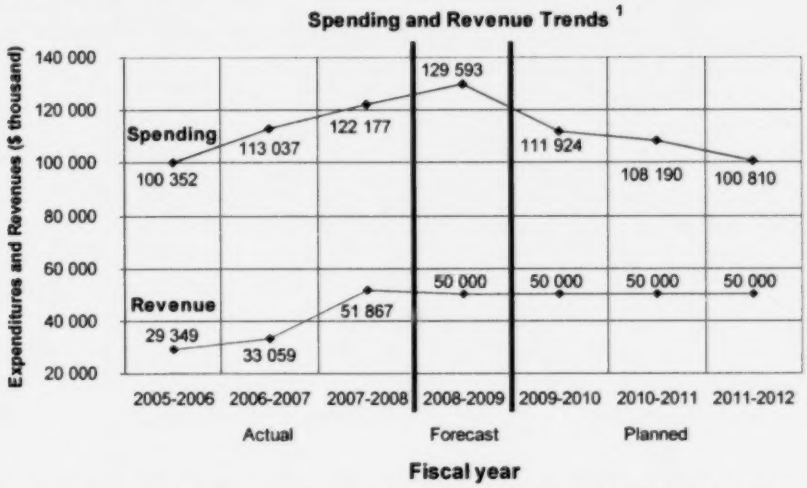
The Canada School has a planning horizon that is longer than the standard fiscal year given the process associated with planning, developing, designing, testing and implementing learner-ready products. The Canada School's statutory ability to respend revenues earned in the current fiscal year in the next fiscal year provides the flexibility to support ongoing investments in the design and update of learning products and services over fiscal periods. However, there remains a challenge for the Canada School to improve its identification of key training needs of departments and agencies and respond to those needs in an increasingly timely manner. The Canada School's planning framework will continue to evolve to support these business imperatives.

Technology trends, such as webcasts and video-conferences, provide a significant opportunity for effective methods of delivery. Blended learning solutions, which combine different learning methods such as classroom courses with online learning, are also an important trend that involves modular course designs that are more easily scalable to client needs. The Canada School continues to experiment and evolve its offerings and learning methods to meet client expectations and provide increased flexibility. Investments in technology and the development of skills and building of capacity in these areas are critical for maintaining program relevance and lowering client training costs.

The Canada School is focusing on talent management, both by encouraging the development of competencies and skills among existing employees and by forging relationships with post-secondary institutions to attract recent graduates to the public service as part of Public Service Renewal. At the same time, the number of subject matter experts and candidates with course design and teaching expertise is limited, and there is intense competition among departments and agencies to attract functional experts in certain professional fields. To address these challenges, the Canada School is transforming its human resources services and working to maintain an adequate balance of in-house expertise and external resources for program delivery.

The Canada School is replacing its legacy registration systems with a new Integrated Learner Management System (ILMS). The implementation of the ILMS is a major strategic initiative for the Canada School and sound governance mechanisms are in place to ensure effective project management. The ILMS will provide improved information for decision-making and will support the Canada School's efforts to integrate and streamline its business processes for the registration, management and administration of learning. It will also enhance the Canada School's ability to compile registration information and generate reports on a timely basis.

EXPENDITURE PROFILE



The actual spending and the revenue earned for 2005-2006 to 2007-2008 are based on the figures presented in the Canada School's Departmental Performance Report for each of those years.

The 2008-2009 forecasted spending is based on the forecasts presented in the business plan for fiscal year 2008-2009, and the 2008-2009 forecasted revenues are based on the forecasts as at November 30, 2008. The planned spending is based on the figures presented in the annual reference level update (ARLU) for the Canada School for 2009-2010 to 2011-2012, net of the reductions resulting from the horizontal strategic review of central human resources organizations. The planned revenues are based on the figures presented in the annual reference level update (ARLU) for the Canada School for 2009-2010 to 2011-2012.

VOTED AND STATUTORY ITEMS

($ thousands)

Vote # or Statutory Item (S)	Truncated Vote or Statutory Wording	2008-2009	2009-2010
		Main Estimates	Main Estimates
40	Program expenditures	58,154	55,685
40	Grants and contributions	375	315
(S)	Contributions to employee benefit plans	6,072	5,924
(S)	Spending of revenues pursuant to subsection 18(2) of the *Canada School of Public Service Act*	32,000	50,000
TOTAL		96,601	111,924

[1] Revenue is forecasted based on the previous year's business level and does not take into account potential growth.

SECTION II – ANALYSIS OF PROGRAM ACTIVITIES

STRATEGIC OUTCOME

The Canada School has a single Strategic Outcome:

Public Servants have the common knowledge and the leadership and management competencies they require to fulfil their responsibilities in serving Canadians.

Through the delivery of this Strategic Outcome, the Canada School will provide long-term benefits for Canadians by ensuring that public servants across the country have the required knowledge and competencies to serve Canadians with excellence now and into the future.

The current economic and fiscal situation may impact on the Canada School, as spending on training is discretionary and the Canada School has limited control over participant registration. As noted in the risk analysis, the Canada School must consider both the demand for training and the revenue generation required to design, develop and deliver courses and programs, as the design of new courses takes place as existing courses are being delivered. There is also a continuing need for qualified instructors, facilitators and subject matter experts and a requirement to keep up with the speed of change by updating course material and retraining employees and specialists to ensure they maintain the required skills and competencies.

This being said, the Canada School is taking steps to address these challenges, including greater outreach to departments and functional communities and increased leveraging of technology. The current environment emphasizes the need for strong planning, monitoring and trend analysis for early identification of training demand pressures that may require adjustments to capacity within the Canada School. This monitoring would also allow the Canada School to better anticipate marketplace trends and adjust its approach in order to plan for potential impacts on revenue. The Canada School has systems in place for ongoing tracking of budgets, expenses and revenues, and is focussing on course promotion and marketing.

The implementation of the Integrated Learner Management System (ILMS), an internationally-standardized software application, will support the Canada School's efforts to integrate and streamline its business processes for the registration, management and administration of learning. It will also enhance the Canada School's ability to better report on various aspects of learning within the public service, including requirements under the *Policy on Learning, Training and Development*, and allow the Canada School to conduct its business more efficiently.

The Canada School will monitor the number of learning activities that address leadership development, management competencies and common knowledge, as well as the number of participants in these learning activities. In addition, the Canada School will track the percentage of public servants who have attended Canada School learning activities and who feel that the training provided responded to their learning needs and was a worthwhile investment for their employer.

The Canada School's Strategic Outcome is supported by four program activities:

- Foundational Learning
- Organizational Leadership Development
- Public Sector Management Innovation
- Internal Services

The Canada School receives appropriated funds for some foundational learning, notably training required under the *Policy on Learning, Training and Development*, including the Orientation to the Public Service program and Authority Delegation Training. For the most part, other learning products and services developed and delivered by the Canada School are done so on a cost-recovery basis. Overall, revenues generated from these activities represent approximately 40 percent of the Canada School's planned operating budget for 2009-2010.

A horizontal strategic review of the Government of Canada's central human resources organizations, including the Canada School of Public Service, was conducted in 2008-2009. The review's main objective was to ensure efficiency and effectiveness in human resources management by eliminating overlapping activities.

Through the horizontal strategic review exercise, the Canada School has identified ways to be more efficient and effective and to fully align its programs with department and agency learning needs. A number of programming changes were identified and will be phased in over a three-year period. As noted in Budget 2009, the government will direct the savings realized toward creating and maintaining a modern public service that has a knowledge-based workforce and a forward-looking, productive work environment to better deliver on the priorities of Canadians.

The horizontal strategic review impacts each of the four program activities supporting the Canada School's strategic outcome. Among the key changes are the following: the Orientation to the Public Service program has been redesigned, shifting from two days of classroom learning to a one-day classroom session complemented by prerequisite online training; and more of the Canada School's training and development products will be offered on a cost-recovery basis. Also, corporate leadership development programs at the manager level and above will be restructured to ensure they meet the needs of Public Service Renewal.

PROGRAM ACTIVITIES

FOUNDATIONAL LEARNING

The Canada School contributes to building a professional workforce by providing the learning required for public servants to perform in their current job and take on the challenges of the next job in a dynamic, bilingual environment through the provision of foundational learning activities. The learning opportunities developed and delivered by the Canada School are aligned with public service management priorities and meet the requirements of the *Policy on Learning, Training and Development* and associated knowledge standards.

Program Activity: Foundational Learning					
Human Resources (FTEs) and Planned Spending ($ thousands)					
2009-2010		**2010-2011**		**2011-2012**	
FTEs	**Planned Spending**	**FTEs**	**Planned Spending**	**FTEs**	**Planned Spending**
443	66,162	443	66,112	443	62,953

Program Activity Expected Results	**Performance Indicators**	**Targets**
Public servants are able to apply the foundational knowledge provided by the Canada School in their workplace.	The Canada School will identify the percentage of participants who intend to apply, are able to apply, and/or have applied the knowledge acquired in foundational knowledge learning activities to their current or future workplace.	The target level of participants able to apply their acquired knowledge is 80%.

http://www.csps-efpc.gc.ca/oao/index-eng.asp

The Foundational Learning program activity contributes to the Strategic Outcome by providing the common knowledge required by public servants. To achieve this, the Canada School aims to ensure that:

- Employees from core public service organizations continue regular course participation;
- Participants complete the Orientation to the Public Service program within the Canada School service standard (that is, within six months of being identified for training);
- Based on knowledge standards established by the employer, participants understand the workings of Parliament and government, values and ethics in the public service, their accountabilities and their role in serving Canadians;

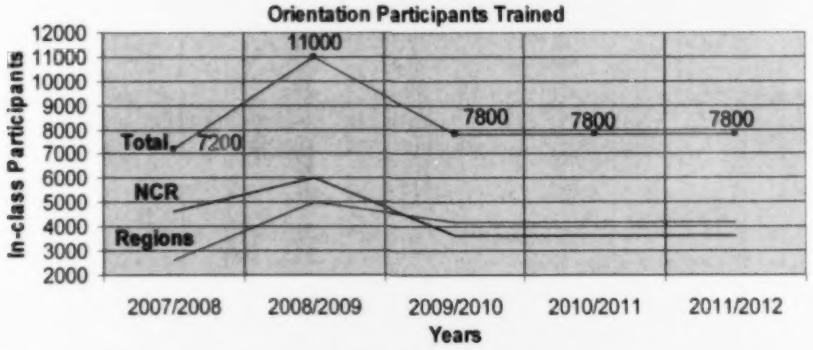
- Senior leaders are knowledgeable about their accountabilities; and
- Learning evaluations and participant feedback are positive.

Four initiatives support this program activity:

- **Required Training** — Includes Orientation to the Public Service and Authority Delegation Training
- **Professional Development Training** — Includes Functional Communities Programming and Professional Development Programming
- **Official Languages Learning** — Includes Access to Language Training Services and Language Retention Services
- **Online Learning** — Includes Online Course Program and Online Collaborative Technology Program

Required Training

Orientation to the Public Service
Orientation programs have been developed and are offered to both new public servants and new senior leaders. The challenge is to meet the annual demand, in both the regions and the National Capital Region, of approximately 8,000 in-class participants per year. To respond to this demand within existing resources, and to respect its horizontal strategic review commitment, the Canada School has redesigned the Orientation to the Public Service program, shifting to a blended learning approach consisting of a one-day classroom session complemented by prerequisite online training. The redesigned program will be monitored to ensure that the enhanced delivery model complies with the employer's knowledge standards, government priorities and objectives for Public Service Renewal.



The Canada School will continue to work with organizations already engaged in intensive, structured orientation in their departments to achieve synergies and improve linkages between the programs. It will also explore options to address the challenges of a consistent national program and adequate availability of qualified instructors. Alternative delivery methods will be examined to facilitate the availability of training to those public servants who do not have access to computers, and communications with departments

will be increased to encourage registration for required training and the completion of the online components.

Authority Delegation Training
In accordance with the *Policy on Learning, Training and Development*, the Canada School continues to deliver Authority Delegation training to four groups of employees: supervisors, managers, senior managers (executives at the EX-01 to EX-03 levels) and assistant deputy ministers. Mandatory training and assessment are undertaken to ensure these groups are equipped to appropriately exercise their delegated authorities.

There is a continued public service emphasis on management responsibilities and a focus on filling management positions to respond to retirements. Demand is higher than originally expected due to the large number of participants wishing to take the training for developmental purposes. There is a need for the Canada School to balance demand for mandatory training with developmental training. To respond to these demands and increase capacity within existing resources, the Canada School will redesign the program, shifting to a blended learning approach similar to that adopted for the Orientation to the Public Service program. The redesign will ensure continued relevance and accuracy in relation to the employer's knowledge standards and respond to participant feedback.

Succession planning continues to be essential to address the availability of qualified instructors. Issues related to classroom space are handled through the monitoring of enrolment and the adjustment of schedules. Additional work continues with departmental required training coordinators to support the timely identification and registration of employees for required training.

Professional Development Training

The demand for professional development learning is managed through an annual curriculum review process and a decision matrix that facilitates the monitoring of new courses and the accompanying delivery infrastructure.

There is ongoing demand from departments and agencies for custom courses. In 2009-2010, the Canada School will continue to establish memoranda of understanding (MOUs) with departments and agencies to design and deliver courses that will support deputy ministers' accountability for learning and ensure a cohesive approach within organizations. This will require a streamlining of the MOU development process to enhance efficiencies and alignment with overall priorities.

Functional Communities Programming
Some functional communities, such as human resources and finance, are undergoing transition due to retirements and an increasing demand for services and expertise. The Canada School will continue to fulfil its commitments to the Public Service Renewal agenda and support deputy ministers' accountability for learning in their organizations by working with key functional communities to identify strategic issues and address

evolving needs, providing ongoing and timely professional development of functional community members, developing curricula for priority areas such as Information Management, Internal Audit, Human Resources and Finance, and delivering required training for the Information Management and Procurement, Materiel Management and Real Property (PMMRP) communities. The Canada School will also keep abreast of the TBS Policy Renewal Initiative and work with partners to update functional communities on resulting policy changes, as they are often the first ones who are affected by and have a role in implementing these changes (e.g.: *Transfer Payment Policy*).

In 2009-2010, the Canada School plans to increase its responsiveness by delivering courses through its calendar offerings and under MOUs with various departments and agencies. However, designing courses for emerging communities where the expected volume of offerings is low remains a challenge and there is a need to balance short-term investment and long-term cost recovery. The Canada School will promote partnership opportunities with departments and agencies that could act as "champions" for these functional communities.

Professional Development Programming
Public service employees require access to learning opportunities that will help them develop their professional, management and leadership skills and competencies. The *2008-2009 Action Plan on Public Service Renewal* highlights the development of public servants at all levels as leaders, managers and empowered employees as central to a high performance institution, and emphasizes that careful attention to managing talent and performance is required. Moreover, the results of the National Managers' Community focus groups suggest that learning related to performance and people management is a key priority that should increase demand for Canada School programs.

In 2009-2010, the Canada School will continue to offer a wide range of professional management and leadership skills and competency development training through calendar and MOU offerings. It will build on its current programming by expanding relationships with the public service managers' community and developing new products as part of its performance management curriculum to support the learning needs of managers. In order to facilitate access to learning opportunities and strengthen its role as the learning partner for managers, the Canada School will develop a new learning curriculum for managers that will leverage technology in this priority area and offer a more integrated and blended learning approach. The Canada School will also develop a community of practice for internal and external instructors delivering its professional development programming in order to promote a more integrated approach for the exchange of information and knowledge across program areas.

Official Languages Learning

Access to Language Training Services
The Canada School facilitates on-time access to quality-assured and cost-efficient language training to all public servants by qualified providers. In 2009-2010, the Canada

School will continue to explore new and innovative ways to facilitate access to language training services and will pursue pre-implementation phases of a National Master Standing Offer for language training providers in the regions. In addition, the Canada School will continue to offer timely, accurate and cost-efficient language learning plans and services, and training in the regions where required.

Subject to financial approvals, the Canada School will also implement an initiative under the *Roadmap to Linguistic Duality: 2008–2013*, which will broaden access to second language learning products through Canadian universities, thereby providing opportunities for second language development and maintenance among future public servants and contributing to the renewal of the public service.

Language Retention Services
There is a growing demand for online tools and products for language maintenance and self-acquisition, as well as for tailor-made language learning solutions. The aim is to deliver consistent and timely access to language retention services and tools in all parts of the country to promote an active culture of bilingualism in the workplace.

In 2009-2010, the Canada School will develop, update and provide second language learning plans to public servants; ensure standardized quality assurance of its language training services across the country; offer language training services to students with learning disabilities; supply qualified on-site language teachers/facilitators; and work with departments to ensure and promote a culture of bilingualism in the public service.

Online Learning

Online Course Program
As demonstrated by evaluations and increased use of Campus*direct* year-over-year, there is a growing preference among public servants for online training delivery. As well, there is an increased focus on reducing travel to better utilize the time of public servants and control costs.

The Canada School works to ensure that public servants across the country have access to custom online learning tools and products. Over the next fiscal year, the Canada School will support the development and delivery of e-learning and blended learning products, and integrated learning solutions will be provided through the implementation and maintenance of learning portals. In addition, the Canada School will prepare Campus*direct* for migration to the ILMS infrastructure.

A quality assessment report on Campus*direct* customized courses determined that there was a significant improvement in quality between the courses developed in the early years of the program and those developed more recently. Room for improvement was found in instructional design and currency of the related content accessible via Web links. The current relevance of the courses to programs will be assessed and the results of curriculum review will be considered before redesign investments are made. The maintenance strategy will focus on the lowest-ranking courses in priority areas for early

attention. Also, in accordance with the horizontal strategic review, beginning in 2010-2011 the Canada School will explore the possibility of making commercial course offerings through Campus*direct* available to departments and agencies on a cost-recovery basis.

Online Collaborative Technology Program
Clients expect that the latest innovations and collaborative technologies will be available to promote interaction, learning, dialogue and knowledge exchange. These new technologies would also help to attract and retain the next generation of public servants who are accustomed to working and learning in such an environment.

The Canada School will continue to work with Information Technology (IT) specialists and departmental chief information officers to establish standards and expectations and ensure that the Canada School's infrastructure supports the adoption of new technologies. There will also be ongoing collaboration with departments and agencies to reduce restrictions on Internet access, which are often due to firewalls and security measures.

The Canada School is expanding its use of technologies such as Web conferencing, social networking, podcasting, virtual classroom and other interactive initiatives. This requires the continued development of expertise and service provision capacity in e-learning. It is expected that 3,000 to 4,000 participants will use the Canada School's online collaborative tools and vehicles, such as the Community of Practice Portal, in 2009-2010.

Program Activity Planning Highlights
Over the next three years, the Canada School will build on these activities and:

- Continue to monitor, assess and update programs to ensure consistency and relevance in program delivery;
- Ensure that programs continue to address government priorities and objectives, meet relevant standards, and continue to engage public servants;
- Work with the appropriate organizations to ensure that knowledge standards and recertification requirements continue to be met;
- Establish and maintain a stable human resources structure to ensure capacity;
- Extend partnerships with professional associations and academic organizations to build additional capacity;
- Continue to identify, build relationships with, and design courses for functional communities;
- Implement a performance management curriculum to support the learning needs of managers;
- Strengthen relationships with the managers' community and with client departments and agencies to help meet the learning needs of managers across

the country;
- Leverage the use of technologies, including blended solutions, and expand the use of self-assessment and self-instruction tools to facilitate learning;
- Research, test and adopt relevant and innovative collaborative technologies to promote greater access to Canada School programs and ensure future functionality with ILMS; and
- Continue to identify innovative and cost-effective ways to maintain second Official Language skills.

ORGANIZATIONAL LEADERSHIP DEVELOPMENT

The Canada School strengthens the public service and contributes to Public Service Renewal by building strong leadership competencies for existing and emerging leaders through the provision of leadership development activities such as targeted courses, programs, seminars and events.

Program Activity: Organizational Leadership Development					
Human Resources (FTEs) and Planned Spending ($ thousands)					
2009-2010		**2010-2011**		**2011-2012**	
FTEs	**Planned Spending**	**FTEs**	**Planned Spending**	**FTEs**	**Planned Spending**
102	12,783	102	11,769	102	9,202

Program Activity Expected Results	**Performance Indicators**	**Targets**
Public service managers, executives and senior leaders are satisfied with the leadership development courses, programs and activities received.	The Canada School will measure the degree of satisfaction of public servants with the leadership activities provided.	The target is that leadership activities receive an average rating of 4 on a 5-point scale on overall satisfaction.
Public service managers, executives and senior leaders are able to apply their leadership competencies in the workplace.	The Canada School will determine the percentage of public servants who intend to apply, are able to apply and/or have applied the knowledge acquired through leadership development activities in their workplace.	The target level of participants able to apply their acquired knowledge is 80%.

http://www.csps-efpc.gc.ca/lde/index-eng.asp

Due to the significant focus on leadership accountabilities and the anticipated high retirement rates among employees and executives, there is increased demand for programs that develop leaders for a modern public service in a globalized environment.

Three initiatives support this program activity:

- Leadership Competencies
- Leadership Development Programs
- Leadership Community Building

Leadership Competencies

Public service supervisors, managers, executives and senior leaders require access to learning opportunities that will help them to develop enhanced leadership competencies to lead change and meet corporate goals. The Canada School will work with management teams to support strong organizational change leadership. The Public Service Renewal action plan priority for employee development and the requirement for better talent management and strong leadership competencies will continue to increase demand for Canada School programs.

In 2009-2010, the Canada School will continue to offer a wide range of leadership training, such as Leading in Times of Crisis, and will strengthen programming by expanding partnerships, developing new tools and promoting the use of existing tools such as the 360^0 feedback instrument. The Canada School will also continue to explore MOU opportunities with government departments and agencies in order to reach additional participants across the country, meet organizational learning needs and support deputy ministers in their accountability for learning in their organizations.

Public servants want to achieve a better understanding of the international context in which they work and the comparative management approaches and leading-edge practices in other jurisdictions. New Canada School programming is aimed at enhancing:

- Awareness of the global context (through programs such as How Washington Really Works, Leadership Across Borders, and the Advanced Leadership Program); and,
- Key leadership and professional skills and competencies (through courses on communications and engaging stakeholders, citizens and employees).

Leadership Development Programs

The shift toward greater deputy minister accountability for learning in their organizations, together with anticipated high retirement rates and an increased focus on talent management, necessitates succession planning at both the departmental and government-wide levels. The Canada School must position itself to be the strategic choice for the delivery of learning products and activities to support talent management. The desired outcome is that government departments and agencies are able to develop

leadership talent to achieve excellence in serving Canadians and advising Ministers, both now and in the future.

Further to the alignment of roles and responsibilities through the horizontal strategic review, training and development activities previously carried out by the former Canada Public Service Agency (i.e.: assistant deputy minister forums and learning activities) will be transferred to the Canada School and the suite of offerings to assistant deputy ministers will be streamlined. The Canada School will also work with its government partners to renew the corporate leadership development programs at the manager level and above to ensure they meet the needs of Public Service Renewal.

Given the increased demand for leadership programs over the two-year period of 2006 to 2008, the Canada School must consolidate resources to ensure sustainable delivery. It will also be important to work with Treasury Board portfolio partners to consolidate the corporate leadership development continuum to ensure programs meet current and future needs.

In 2009-2010, the Canada School will continue to deliver leadership development programs designed to provide structured and comprehensive career development to high-potential public servants. As well, following a successful pilot project, the Canada School will implement *i*Leadership, which targets high performing individuals with strong leadership potential who aspire to move into entry-level management roles. With the implementation of *i*Leadership, full consolidation of the leadership continuum will be achieved, from front-line managers to senior leaders.

This work requires that the Canada School continue to develop in-house resources with detailed knowledge of the craft of government, as well as partnerships with universities to support research and program design.

Leadership Community Building

In 2009-2010, the Canada School will continue to provide leaders with opportunities to discuss issues and priorities of common interest in a safe forum, cultivate networks and share leading practices. Emphasis will be placed on building communities across the public service and advancing leadership through partnerships. Opportunities for cultivating networks will be provided through forums such as the Heads of Federal Agencies Learning Day, deputy minister seminars, assistant deputy minister (ADM) seminars and the ADM forum.

The Canada School will create an inventory of emerging management issues, leading-edge speakers and leading practices. These efforts will ensure that public service leaders are kept up-to-date on the latest techniques for collaborating and building management skills and achieving greater awareness of globalization pressures and opportunities. Strengthened relationships with academics and international partners will be required to advance knowledge, enhance program delivery, facilitate international programming and share leading practices.

Program Activity Planning Highlights:

Over the next three years, the Canada School will build on these activities and:

- Continue the consolidation and strengthening of offerings;
- Identify learning needs through developing and documenting leading practices and building programming to fill gaps;
- Ensure a strong leadership development continuum;
- Target new opportunities to develop leadership in a global context;
- Continue extending the reach of offerings in the regions; and
- Capitalize on new technologies to facilitate the development of leadership competencies.

PUBLIC SECTOR MANAGEMENT INNOVATION

The Canada School enhances the performance and effectiveness of the public service by integrating individual development of public servants with organization-focussed solutions for learning, change management and management innovation. It also documents and disseminates innovations and leading practices in public management, and provides public service organizations with advice and support regarding learning, change management and innovation in public sector management.

Program Activity: Public Sector Management Innovation					
Human Resources (FTEs) and Planned Spending ($ thousands)					
2009-2010		**2010-2011**		**2011-2012**	
FTEs	**Planned Spending**	**FTEs**	**Planned Spending**	**FTEs**	**Planned Spending**
77	11,268	77	11,249	77	10,929

Program Activity Expected Results	**Performance Indicators**	**Targets**
Public service organizations have access to the tools and services to help them integrate learning, manage change and innovate.	The Canada School will track the number of organizations provided with Public Sector Management Innovation services.	The target is 25 departments and agencies.
Public service organizations integrate learning, manage change and innovate by adapting leading practices.	The Canada School will measure the degree of satisfaction of public service organizations with the Canada School's Public Sector Management Innovation services.	The target is an 80% satisfaction rate.

http://www.csps-efpc.gc.ca/pbp/index-eng.asp

Two initiatives support this program activity:

- Organizational Learning Services
- Innovative Management Practices

Organizational Learning Services

Client-focused service is a high priority for the Canada School. It is essential that the learning needs of government departments and agencies are met and that public servants are aware of the Canada School's programs and services. The sharing of leading practices and proven public service solutions help public servants maintain the skills and tools required to manage change effectively.

The Canada School's commitment to respond to departments' and agencies' unique learning needs has resulted in an increase in customized learning delivery. Additional support includes client outreach presentations, meetings with required training coordinators, as well as change management advice and transition services.

In 2009-2010, the Canada School will continue to provide learning advice and support to departments and agencies and assist them in achieving Public Service Renewal objectives. To do this, the Canada School will provide team-based solutions that integrate research on management innovations, individual development and organizational change management.

Departmental client relations will be enhanced through continued work with Regional Federal Councils and departments and agencies to identify regional and organizational learning needs. This will inform the Canada School's priority setting process and review of its curricula. Opportunities for collaboration across organizations for added synergies in public service learning will be identified.

The Canada School will also continue to support change management and organizational development by focusing on standardizing solutions and leading practices and using advisors from the public service who have experienced specific challenges and issues. The partnership with the Canadian International Development Agency will be maintained to continue to provide organizational development solutions to other countries on a cost-recovery basis.

Innovative Management Practices

The current complex and rapidly changing environment, the Public Service Renewal focus on post-secondary recruitment, and graduates who are more skilled in public administration, necessitate that public service learning remain innovative, leading-edge and responsive.

The Canada School is a resource for departments, agencies and communities, supporting them in the acquisition and dissemination of leading-edge management practices. Acute management challenges can be addressed in part by integrating leading practices into learning across the Canada School. This will require the development of an agenda of leading practices related to emerging challenges.

During the next fiscal year, the Canada School will continue to support the development of communities of practice in the public service; promote leading practices that are aligned with Public Service Renewal activities, policy renewal and community development, as well as with the learning agenda of the Canada School; continue to strengthen partnerships with universities through conferences, seminars and interchanges; solidify gains in the leadership program; and complete the implementation of the Students Providing Aligned Research and Knowledge (SPARK) program. As part of a re-alignment under the horizontal strategic review, the Canada School will reduce and refocus its efforts related to the acquisition and dissemination of leading practices and the Deputy Minister University Champions and the Public Servant-in-Residence programs.

Program Activity Planning Highlights:

Over the next three years, the Canada School will build on these activities and:

- Continue to support departmental strategic change management needs through ongoing trend analyses and consultations to remain at the forefront of strategic change management;
- Consolidate the Canada School's university-related offerings to continue to promote innovation and sharing of leading practices, as well as to facilitate recruitment of talented university graduates into the public service; and
- Identify additional international partnership opportunities, including with the Canadian International Development Agency, to respond to international needs.

INTERNAL SERVICES

Internal Services are comprised of groups of related activities and resources that are administered to support the needs of programs and other corporate obligations of an organization. These groups are: Management and Oversight Services; Communications Services; Legal Services; Human Resources Management Services; Financial Management Services; Information Management Services; Information Technology Services; Real Property Services; Materiel Services; Acquisition Services; and Travel and Other Administrative Services. Internal Services include only those activities and

resources that apply across an organization and not to those provided specifically to a program[2].

Financial Resources ($ thousands)		
2009-2010	2010-2011	2011-2012
21,711	19,060	17,726

Human Resources (FTEs)		
2009-2010	2010-2011	2011-2012
318	318	318

In 2009-2010, the Canada School will ensure ongoing use of innovative and client-focused marketing and promotional activities to inform clients of the programs, courses and services offered by the Canada School.

Implementation and monitoring of the new governance structure will continue. This structure was formalized in 2008-2009 to support effective decision-making, policy development, strategic management and integration across the Canada School. Ongoing support is provided to the Minister and the Canada School's Board of Governors, including the organization of at least two meetings of the Board of Governors each year.

There will be ongoing efforts to further strengthen integrated planning and alignment of financial, human resources, operational activities and risk management with performance objectives and the Program Activity Architecture. Processes supporting the Management Accountability Framework and the related Performance Measurement Framework will continue to be improved and communicated. Work will also continue to improve corporate reporting documents, such as the *Report on Plans and Priorities* and the *Departmental Performance Report*, and relationships with TBS analysts will be further strengthened to ensure timely and effective consultations.

The updated Corporate Risk Profile will be implemented with the related updated action plans. Monitoring and enhancement of the internal audit function will continue to ensure compliance with the Treasury Board *Internal Audit Policy*, and the Canada School Evaluation Plan will be updated to reflect the requirements of the new Treasury Board *Evaluation Policy* and ensure that results from evaluations inform management decision-making.

The updated intranet site launched in 2008-2009 will be enhanced to support employees in their work by providing key tools and resources, and to build understanding of the Canada School's role in supporting public service learning.

[2] Certain activities currently included in the Canada School's Internal Services category relate to the marketing of learning programs and services and learner reporting and registration systems. As these functions are unique to program support, they will be aligned with operational program activities in 2009-2010 to more precisely adhere to TBS direction regarding Internal Services.

The Canada School will automate its costing model to ensure consistent costing of products and services, and will better integrate the model with the business planning process. The Canada School will also implement the financial systems support hosting partnership with another SAP (financial system) government department to provide the Canada School with improved system functionality, streamlined processes and improved reporting to support decision-making.

Approximately one-third of the Canada School's budget is expended through contracts. A competitive process is used for approximately 90 percent of the Canada School's purchasing volume in terms of dollars, or approximately 75 percent of all contracts. To maintain the high level of integrity of the contracting process, the internal Contract Review Committee will examine those contracts that may present significant risks based on established criteria and consider ways to better use contract resources for high priorities.

Timely staffing is essential to address the ongoing need for qualified instructors, facilitators and subject matter experts. Innovative human resources tools and practices will be introduced to expedite staffing, retain the workforce and reduce the administrative burden. Action plans will be developed to address issues raised through both internal employee surveys and the Public Service Employee Survey, and performance against these action plans will be monitored to ensure that progress is achieved. There will be ongoing promotion of the Office of the Ombudsman for corporate leadership and expertise in alternate dispute resolution and informal conflict resolution management.

Over the next fiscal year, technology will be leveraged to improve the Canada School's infrastructure and its ability to respond rapidly to change. Implementation of the ILMS will begin in order to ensure key functionality essential to the Canada School's mandate. The Records, Document and Information Management System (RDIMS) will be implemented, building on the successful pilot project undertaken in 2008-2009. Also, the Information Technology Shared Services arrangement will continue.

Management of accommodations requirements for additional office and classroom space will be managed through fit-up, investments and moves in existing facilities. Short-term solutions will be identified for dealing with immediate space pressures while working on a consolidated plan for the National Capital Region.

Program Activity Planning Highlights:

Over the next three years, the Canada School will build on these activities and:

- Continue enhancements to the corporate management and oversight activities in response to government priorities such as Public Service Renewal and the Management Accountability Framework;
- Support the Board of Governors, which meets at least twice a year;

- Support the Canada School Audit Committee, which meets three times per year;
- Continue to conduct approved audits and evaluations to ensure ongoing efficiency and effectiveness of Canada School operations;
- Conduct ongoing analysis of course performance to inform design and delivery and to ensure courses are effectively meeting their objectives;
- Continue enhancement of the communications and marketing programs;
- Develop action plans based on results from internal employee surveys and the Public Service Employee Survey and monitor progress;
- Continue innovation in human resources delivery to provide a value-added human resources management function to support the programs and business lines of the Canada School;
- Review Canada School internal policies, programs and courses to ensure that they align with TBS policy updates resulting from policy suite renewal;
- Implement the chief financial officer model to be consistent with the TBS *Policy on Financial Management Governance*;
- Continue to reform and reengineer financial management, information management, information technology, and acquisition practices to ensure the integrity of the Canada School's procedures is maintained and that the latest tools and systems are implemented;
- Implement the ILMS;
- Implement the new SAP (financial system) platform;
- Update the Canada School's Internal Controls Framework for Corporate Financial Reporting and engage an external auditor to attest to the quality of internal controls and 2009-2010 opening balances;
- Continue to monitor the Corporate Risk Profile and Business Continuity Plan and better integrate them into business planning practices;
- Develop a long-term strategy to manage accommodations in the National Capital Region and regions across the country (both office and classroom space); and
- Continue to monitor and enhance the asset management system.

SECTION III – SUPPLEMENTARY INFORMATION

LIST OF SUPPLEMENTARY INFORMATION TABLES

The following tables are located on the Treasury Board Secretariat Web site:

- Green Procurement
- Internal Audits
- Evaluations
- Sources of Respendable Revenue
- User Fees

OTHER ITEMS OF INTEREST

- 2001-2006 Canada School of Public Service Report to Parliament
- Addendum to Five-Year Report to Parliament
- *Public Service Modernization Act*
- Public Service Renewal